

SUBMISSION INSTRUCTIONS

Applicants must respond to each question/item in each section of the application. Incomplete applications will not be considered.



Electronic Application Process

Applicants are **required** to complete and submit the application, including all required attachments online at:

www.mde-ses.com

The application and all required attachments must be submitted **before 5:00 p.m. on Friday, February 22, 2008.**

There will be **NO** exceptions made to the application deadline.

Please make sure you complete the application as early as possible so that we may help you correct any problems associated with technical difficulties. Technical support will be available Monday – Friday, throughout the application period, from 8:00 a.m. – 5:00 p.m.

All information included in the application package must be accurate. All information that is submitted is subject to verification. The submission of false or inaccurate information will disqualify the entity as a provider of Supplemental Educational Services (SES) in Michigan and the entity will not be considered for approval. All applications are subject to public inspection and/or photocopying.

Contact Information

All questions related to the SES application process should be directed to:

Leah Breen

Educational Consultant

Office of School Improvement/Field Services Unit

Telephone: (517) 373-4140

Email: MDE-SES@michigan.gov

APPROVAL PROCESS

In order for an applicant entity to be considered for approval and included on the Michigan State-Approved SES Providers' List (Approved List), the applicant entity must complete the application online. Two or more qualified reviewers will rate the application using the scoring rubric developed by the Michigan Department of Education (MDE).

Applications will only be approved if:

1. All portions of the application are complete;
2. All application materials, including attachments, are submitted electronically prior to the due date; and
3. The total application score needed for approval meets the minimum requirement determined by the reviewers during the review process. In addition, each criterion must receive the minimum points identified below:

Criteria	Total Points Possible	Minimum Points Required Per Criteria
1. Demonstrated Record of Effectiveness	8	4
2. High-Quality, Research-Based	8	4
3. Connection to Content Expectations	4	2
4. Staff Qualifications	4	2
5. Assessment of Student Need	4	3
6. Communication Plan	4	2
7. Financial Soundness and Management Structure	8	4
8. Fluency and Mechanics	4	2
Total Points Possible	44	

Applicant entities that are not approved will be notified and invited to reapply in the future. Applicants who submit an incomplete application, or late application, will be notified that their application was not reviewed and that they may reapply next year.

Upon approval, providers will be added to the Approved List and may enter into SES contract(s) with district(s). **Please note that being placed on the Approved List does not guarantee that an SES provider will be selected by parent(s)/legal guardian(s) to provide services.**

APPLICATION OVERVIEW

The Application is divided into five sections.

Section A requests basic program information.

Section B requests information related to eight (8) criteria. Your responses in Section B must be in narrative form. You may upload figures (e.g., tables, charts, graphs) to support your narrative, but such items will be counted toward applicable page/word limits.

Section C contains the Assurances. Please read each statement carefully, check the box accompanying each statement, and certify your agreement with all statements therein.

Section D is the Michigan Department of Education Supplemental Educational Services Providers' Code of Ethics. Please read each statement carefully, check the box accompanying each statement, and certify your agreement with all statements therein.

Section E requires that you upload all required attachments as well as any figures to support your narratives.

BASIC PROGRAM INFORMATION

Please enter the requested information in the spaces provided. Be sure to read all notes, as they provide important information regarding each category.

IMPORTANT NOTE: Once approved, providers must operate within the information identified in this application. Changes in application information may be requested in writing to MDE prior to the beginning of the application process in subsequent years. The request must include the rationale for the changes. All changes must receive written approval from MDE prior to implementation and will be determined on a case by case basis. This includes, but is not limited to, information changes in the following categories:

- Tutor Qualifications
- Grade level
- Hourly rate
- Maximum and minimum number of students
- Curriculum
- Service session information
- Tutor/Student ratio
- Service area

Instructions: Complete each section in full.

1. Federal EIN, Tax ID or Social Security Number		2. Legal Name of Entity	
3. Name of Entity as you would like it to appear on the Approved List			
4. Entity Type:		5. Check the category that best describes your entity:	
<input type="checkbox"/> For-profit <input type="checkbox"/> Non-profit		<input type="checkbox"/> Business <input type="checkbox"/> Child Care Center <input type="checkbox"/> Community-Based Organization <input type="checkbox"/> Educational Service Agency (e.g., RESA or ISD) <input type="checkbox"/> Faith-Based Organization <input type="checkbox"/> Institution of Higher Education <input type="checkbox"/> School District <input type="checkbox"/> Other (specify): _____	
6. Applicant Contact Information			
Name of Contact		Phone	Fax
Street Address		City	State Zip
E-Mail		Website	

11. Transportation
Do you provide transportation? <i>(If "yes", Districts will require additional insurance.)</i> <input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> At Select Sites Only
12. Subject Areas
Check all that apply. <input type="checkbox"/> English language arts <input type="checkbox"/> Mathematics <i>Approved providers may not provide instruction related to any other content areas unless it is approved, in writing, by MDE.</i>
13. Grade Levels
List each grade to be served. The program described must address each of the grade levels indicated. _____
14. Minimum Number of Students
Indicate the minimum number of students needed in order to provide services in <u>each</u> district. _____
15. Maximum Number of Students
Indicate the maximum number of students that may be enrolled in <u>each</u> district. This number should allow the applicant entity to maintain quality service and results. _____
16. Specific Student Populations
Indicate which sub-groups the applicant entity will be qualified to serve: English Language Learners (ELL) <input type="checkbox"/> Yes <input type="checkbox"/> No If yes, in which languages: _____ Students with Disabilities: <input type="checkbox"/> Yes <input type="checkbox"/> No If yes, which disabilities: _____
17. Session Information
Ideally, how many days per week would a student be scheduled for services? _____ days
Ideally, for how long each day would a student receive services (in minutes)? _____ minutes
How many hours are required for a student receiving tutoring in your program to achieve their individualized learning goals? _____ hours <i>Applicants must ensure that the maximum hourly rate you identify in number 18 of this application is low enough to allow for the number of hours required to achieve individualized learning goals or that this number is equal or lesser than the guaranteed number of service hours you identify in number 18.</i>

18. Hourly Rate

List the maximum fee per hour of instruction, per student.

\$_____ maximum fee per hour of instruction, per student

The MDE does not allow approved SES providers to charge fees outside of the maximum fee per hour of instruction, per student identified above. The hourly rate should include the cost for all program expenses including, but not limited to: facility expenses, administrative costs, assessment materials, salaries, equipment, software and instructional materials.

Once approved, providers may not exceed the maximum hourly rate indicated above during the academic year identified in this application. Changes in hourly fees may be requested in writing to the MDE prior to the beginning of the application process in subsequent years. The request must include the rationale for the change in the charges. Any increase in rates or fees must receive approval from the MDE prior to implementation.

Does your program ever lower the hourly fee to guarantee each student receives a specific number of service hours?

☐ Yes

☐ No

If yes, what is the **guaranteed** minimum number of service hours each student receives: _____

Applicants must ensure that the maximum hourly rate you identify in this section is low enough to allow for the number of hours required to achieve individualized learning goals you identified in number 17 or that this number is equal or lesser than the guaranteed number of service hours you identified in number 18.

19. Tutor/Student Ratio

Indicate the maximum number of students who will be assigned to each tutor per session. Student/tutor ratios should fall within the following ranges:

1-5 students: 1 tutor for non-computer based instruction

1-8 students: 1 tutor for computer based instruction in a classroom or lab setting

1-30 students: 1 tutor for online instruction with an off-site facilitator

_____ students: 1 tutor for non-computer based instruction

_____ students: 1 tutor for computer-based instruction (classroom setting)

_____ students: 1 tutor for online instruction (off-site facilitator)

20. Program Summary

Please summarize your program in a narrative form. The description should be 150 words or less and include the following information:

- Your approach or model of instruction, including assessment and goal-setting procedures;
- The structure of a standard tutoring session including length of sessions, frequency of sessions, length of sessions and student /teacher ratio;
- The instructional materials that will be used; and
- Tutor qualifications.

*Please note that this summary will be used by the MDE and/or by the LEAs you serve to describe your services to parent(s)/legal guardian(s) and/or to the public. **The MDE reserves the right to edit your description for space considerations, but will not edit for spelling errors or typos. It is highly advised that you proofread your program description carefully.***

Minimal rewards, up to a total of \$20.00 per student annually, are allowed for attendance or achievement, but may not be advertised in the program description.

CRITERIA

Instructions: All responses must comply with stated page/word limits, where applicable. Figures such as tables, charts, graphs can be uploaded at the end of the application, but such information will be counted toward page limits. Text and figures beyond the stated page limit will not be considered and should not be submitted with the application. All references must be cited. **Applications that contain plagiarized information will not be considered.**

Criterion 1 (8 points)

Demonstrated Record of Effectiveness in Increasing Student Academic Achievement

Rationale: Providers must have a demonstrated record of effectiveness in increasing the academic proficiency of students in subjects relevant to meeting the state academic content and student achievement standards [*The No Child Left Behind Act (NCLB) of 2001, Section 1116(e)(4)(B)*].

Evaluation: Your application will be evaluated on your ability to demonstrate your record of effectiveness in increasing academic achievement, particularly for low-income and/or underachieving students, in the subjects and grade levels in which you intend to provide services. *If you have not served students as an approved SES provider, the following requirements apply to the instructional program you will be using.*

Data that provide evidence of a positive impact on Michigan state assessments will be given the most weight. Other evidence that will be considered includes:

- Data that demonstrate a positive impact on national, state, and/or district assessments;
- Data that demonstrate a positive impact on other independent, valid and reliable assessments (e.g., provider-administered pre- and post-assessments, teacher-administered content area assessments);
- Data that demonstrate a positive impact on course grades;
- Data that demonstrate positive feedback from customers (e.g., parent(s)/guardian(s), students, LEAs) related to the effectiveness of the instructional program;
- Data that demonstrate a positive impact on other indicators (e.g., student attendance, student behavior/discipline, retention/promotion rates, graduation rates).

Narrative (Limit 4 pages, double-spaced): Cite and reference available research studies (as appropriate) and **provide data** that indicate the instructional program has a positive impact on the academic achievement of students in the subjects and grade levels in which you intend to provide services, particularly for low-income and/or underachieving students.

If you intend to serve students with disabilities or students with limited English proficiency, cite and reference available research studies (as appropriate) and **provide data** that indicate the positive impact your program is expected to have on the academic achievement of those student population(s).

Criterion 2 (8 points)

Evidence of a High Quality, Research-Based Instructional Program Designed to Increase Academic Achievement

Rationale: By definition, SES is tutoring and other enrichment services that are high quality, based on research, and designed to increase student academic achievement [NCLB, Section 1116(e)(12)(C)(2)]. According to the U.S. Department of Education (June 13, 2005), the major focus of NCLB is to utilize *only* those educational practices that have evidence to suggest that they will increase academic achievement (see *Federal Supplemental Educational Services Non-Regulatory Guidance*).

Evaluation: The application will be evaluated on the applicant's ability to demonstrate that the instructional program is (1) high quality and research-based; and (2) designed to increase student academic achievement. You must describe the findings of any academic research that support major elements of your instructional program.

Major elements must include:

- instructional strategies;
- time on task;
- special instructional materials;
- use of technology; and
- other relevant program components

Narrative (Limit 4 pages, double-spaced): Clearly and specifically explain the ways in which the instructional program is (1) high-quality and research-based and (2) designed to increase student academic achievement.

Describe the findings of any academic research that supports the major elements of the instructional program. Major elements must include instructional strategies, time on task, special instructional materials, use of technology, etc.

Criterion 3 (4 points)

Evidence of an Instructional Program and Content Consistent with State Standards and LEA Program(s) – *Connection to Content Expectations*

Rationale: NCLB Section 1116(e)(5)(B) requires applicants to demonstrate that the instruction they provide and the content they use “are consistent with the instruction provided and content used by the local educational agency and state, and are aligned with state student academic achievement standards.” According to the U.S. Department of Education (June 13, 2005), instructional content and methods need not be identical to those of the LEA, but they must “*share a focus* on the same state academic content and achievement standards and be designed to help students meet those standards” (*Federal Supplemental Educational Services Non-Regulatory Guidance*, p. 16).

Evaluation: The application will be evaluated on the applicant entity's ability to demonstrate the instructional program's connection to specific Grade Level Content Expectations, High School Content Expectations, Course/Credit Content Expectations and/or the Michigan Curriculum Framework.

Narrative (Limit 1 page, double-spaced): Describe how the instructional program connects to specific content expectations identified by the state. Applicant entity should provide sample student learning objectives and demonstrate alignment to specific Grade Level Content Expectations or High School Content Expectations.

Criterion 4 (4 points)

Evidence of an Instructional Program and Content Consistent with State Standards and LEA Program(s) - *Staff Qualifications*

Rationale: NCLB Section 1116(e)(5)(B) requires applicants to demonstrate that the instruction they provide and the content they use "are consistent with the instruction provided and content used by the local educational agency and state, and are aligned with state student academic achievement standards." According to the U.S. Department of Education (June 13, 2005), instructional content and methods need not be identical to those of the LEA, but they must "*share a focus* on the same state academic content and achievement standards and be designed to help students meet those standards" (*Federal Supplemental Educational Services Non-Regulatory Guidance*, p. 16).

Evaluation: The application will be evaluated on the applicant entity's ability to demonstrate that there is a process for ensuring staff is qualified, and there is a plan for ongoing professional development and supervision addressing:

- Instructional strategies;
- Focus on learning;
- Assessment & communication of progress to students, parents and districts;
- Documentation of tutoring sessions and student progress;
- Differentiation of instruction based on diagnosed student needs; and
- Feedback to students and employees.

Narrative (Limit 1 page, double-spaced): Describe the process for ensuring staff is qualified and describe plans for ongoing professional development and supervision.

Criterion 5 (4 points)

Evidence of an Instructional Program and Content Consistent with State Standards and LEA Program(s) – *Assessment of Student Need*

Rationale: NCLB Section 1116(e)(5)(B) requires applicants to demonstrate that the instruction they provide and the content they use “are consistent with the instruction provided and content used by the local educational agency and state, and are aligned with state student academic achievement standards.” According to the U.S. Department of Education (June 13, 2005), instructional content and methods need not be identical to those of the LEA, but they must “*share a focus* on the same state academic content and achievement standards and be designed to help students meet those standards” (*Federal Supplemental Educational Services Non-Regulatory Guidance*, p. 16).

Evaluation: The application will be evaluated on the applicant entity's ability to demonstrate that a specific process is used to assess student need, identify skill or knowledge gaps, and prescribe an instructional program based on the student's individual needs.

Narrative (Limit 1 page, double-spaced): Describe the plan to assess student academic need, identify skill or knowledge gaps, and prescribe an instructional program based on the student's individual needs.

Criterion 6 (4 points)

Evidence of an Instructional Program and Content Consistent with State Standards and LEA Program(s) – *Communication Plan*

Rationale: NCLB Section 1116(e)(5)(B) requires applicants to demonstrate that the instruction they provide and the content they use “are consistent with the instruction provided and content used by the local educational agency and state, and are aligned with state student academic achievement standards.” According to the U.S. Department of Education (June 13, 2005), instructional content and methods need not be identical to those of the LEA, but they must “*share a focus* on the same state academic content and achievement standards and be designed to help students meet those standards” (*Federal Supplemental Educational Services Non-Regulatory Guidance*, p. 16).

Evaluation: The application will be evaluated on the applicant entity's plan for communicating student progress to LEA(s)/teacher(s) and to parent(s)/guardian(s).

- Process for obtaining parent feedback related to identification of specific instructional goals;
- Evidence that written progress reports occur regularly;
- Evidence that communication between the applicant and the stakeholders is documented.

Narrative (Limit 1 page, double-spaced): Describe the plan for obtaining parent feedback related to identification of specific instructional goals and communicating student progress to LEA(s)/teacher(s) and to parent(s)/guardian(s).

Criterion 7 (8 points)

Financial Soundness and Management Structure

Rationale: NCLB Section 1116(e)(12)(B)(iii) requires providers to be financially sound. Your application will be evaluated on your ability to demonstrate financial soundness and sound management structure through a review of financial and licensure documentation.

Required Documentation: Attach the following documents which will be used to determine that your entity is financially sound. **ALL of these items are required.**

- **Licensure:** A copy of your business license or formal documentation of legal status with respect to conducting business in Michigan (e.g., certificate of incorporation, proof of 501(c)(3) tax-exempt status);
- **Insurance:** A copy of your professional liability insurance or a quote from an insurance agency that reflects your intent to obtain professional liability insurance (Note: the cost of insurance should be included in your organizational budget and your comprehensive list of expenses and resources);
- **Cash flow:** Organizational cash flow that accounts for all **monthly projected revenue and expenses** for at least **twelve months, ending in June 2009**;
- **Expense minimum:** Comprehensive list of expenses necessary to serve the **minimum** number of students identified in the application (See "Basic Program Information" #14);
- **Expense Maximum:** Comprehensive list of expenses necessary to serve the **maximum** number of students identified in the application (See "Basic Program Information" #15);
- **Cash-on-Hand:** Evidence that there is enough cash-on-hand to support the business for at least six months. Examples of sufficient evidence are: savings account or checking account statements, notarized letters from investors identifying the investment amount available, evidence of an available line of credit or loan from a financial institution. The amount identified should be enough to cover all projected revenue and expenses for at least **six months** for the **maximum** number of students identified in the application. Narrative text that states the money is available is not sufficient evidence.
- **Billing and Payment:** Sample invoices and other business documents identifying that a management structure related to billing and payment is in place.
- **Financial Narrative:** A one page narrative explaining how the financial documents listed above represent a strong business plan.

The financial documents should only identify revenue and expenses for the Michigan applicant entity. If the applicant entity is part of a national franchise, for instance, only the revenue and expenses directly related to this Michigan applicant entity should be identified in the financial documents. Likewise, if the applicant operates other businesses, the costs associated with these businesses should not be included in the budget. Revenue associated with other businesses may be a viable contribution, but should have sufficient documentation.

Criterion 8 (4 points)

Fluency and Mechanics

Rationale: By definition, SES is tutoring that is high quality, based on research, and designed to increase student academic achievement [*NCLB, Section 1116(e)(12)(C)(2)*]. According to the U.S. Department of Education (June 13, 2005), the major focus of NCLB is to utilize *only* those educational practices that have evidence to suggest that they will increase academic achievement (see *Federal Supplemental Educational Services Non-Regulatory Guidance*).

Evaluation: The application will be evaluated on the applicant entity's ability to demonstrate that entity leaders have a basic understanding of basic mechanics and grammar, and the ability to communicate effectively with parents, districts and employees.

Narrative: No additional narrative should be submitted for this criterion. The narrative supplied for criteria 1-7 will be used to demonstrate fluency and mechanics and as a basis for scoring criterion 8.

ASSURANCES

By checking the box beside each of these Assurances and submitting this document, I certify that I have read and understand each of the following statements, agree to be held accountable for the content of each of the following statements, and understand that the Michigan Department of Education (MDE) may invoke disciplinary action at any time, up to and including removal from the approved list, based upon evidence that I have violated any of these Assurances.

- ☐ The applicant entity certifies that the instructional program described in the application is the instructional program that will be offered to students.
- ☐ The applicant entity certifies that the instruction and content that will be offered is secular, neutral, and non-ideological.
- ☐ The applicant entity is responsible for payment of all payroll taxes and other business expenses or fees.
- ☐ The applicant entity will be available to provide services in a district as required by the district's enrollment procedures or contract.
- ☐ The applicant entity will serve all qualified eligible children whose parent(s)/guardian(s) register for services from this applicant entity on a fair and equitable basis and in accordance with the terms specified in the application.
- ☐ The applicant entity will promptly notify the district, in writing, within three business days, if it does not meet its minimum or exceeds its maximum number of students.
- ☐ The applicant entity will provide parent(s)/legal guardian(s) of children receiving services and district personnel information on students' academic progress in an understandable format and language on a regular basis consistent with this application.
- ☐ The applicant entity will provide evidence to the district (before services are delivered) that individuals providing services to children have successfully completed fingerprinting and criminal background checks as required in the district contract.
- ☐ The applicant entity will not disclose to the public the identity of any student eligible for or receiving SES without the written permission of the parent(s)/guardian(s). All public requests for student information should be directed to the district.
- ☐ The applicant entity ensures that the entity is financially sound and agrees to notify the MDE and district, in writing within ten business days, if and when it is no longer financially sound.

- ☐ The applicant entity agrees to follow all applicable federal, state, and local health, safety, employment, and civil rights laws at all times. This includes, but is not limited to, provision of occupancy permits and fire marshal reports to districts if requested.
- ☐ The applicant entity will not discriminate on the basis of race, national origin, sex, or disability in accepting students and providing students with SES under Title I. (In general, a provider may not, on the basis of disability, exclude a qualified student with disabilities or a student covered under Section 504 if a student can, with minor adjustments, be provided SES designed to meet the individual educational needs of the student.)
- ☐ The applicant entity will provide services consistent with the qualified student's individualized education program under the Individuals with Disabilities Education Act (IDEA) if the student is covered under IDEA, or Section 504 of the Rehabilitation Act of 1973 if the entity proposes to serve such students.
- ☐ The applicant entity will comply with the MDE Standards for Monitoring SES Providers.
- ☐ The applicant entity agrees to make all documents available to the MDE or district for inspection/monitoring purposes, and participate in site visits at the request of the MDE or the district.
- ☐ The applicant entity agrees to notify MDE and applicable districts, in writing, of any change in the contact information provided in this application within ten business days.
- ☐ The applicant entity further ensures that it will provide written notification to MDE, when SES will no longer be provided, thirty days prior to termination of services.

SES PROVIDER CODE OF ETHICS

By checking the box beside each of these Ethics and submitting this document, I certify that I have read and understand each of the following statements, agree to be held accountable for the content of each of the following statements, and understand that the Michigan Department of Education (MDE) may invoke disciplinary action at any time, up to and including removal from the approved list, based upon evidence that I have violated any of these Ethics.

- ☐ Providers must accurately and completely describe services to consumers in terms that are easy to understand. Reading level for informational materials should be no higher than eighth grade.
- ☐ Providers must create and use promotional materials and advertisements that are free from deception.
- ☐ Providers must not misrepresent to anyone the location of a provider's program or the approval status of a program.
- ☐ Providers must not publicly criticize or disparage other providers.
- ☐ Providers must comply with each district's enrollment procedures.
- ☐ Providers must maintain a system of addressing consumer grievances and concerns and must immediately report any grievances to both the district and MDE.
- ☐ Providers must not compensate district employees in exchange for access to facilities, registration, to obtain student lists, or to encourage any district employee to violate district policies or procedure including conflict of interest.
- ☐ School personnel may be hired for instructional purposes only.
- ☐ Providers must not make payments or in-kind contributions to a district, exclusive of customary fees for facility utilization or transportation.
- ☐ Before or during the registration period, providers must not distribute any objects (such as gift cards, money, pencils, balloons, candy, frisbees, tote bags, etc.) to parents or students. Informational program materials should be printed on paper.
- ☐ Before or during the registration period, providers must not verbally or non-verbally promise or reference any objects or rewards that will be provided upon registration, program completion or as student rewards during the provision of services.

- ☐ Informational program materials, including the 150 word program summary, must not verbally or non-verbally promise or reference any objects or rewards that will be provided upon registration, program completion or as student rewards during the provision of services.
- ☐ During the provision of SES, providers may not exceed a total of \$20.00 per student annually for rewards. These rewards may not be identified in any written informational material or identified verbally to parents until AFTER enrollment. This includes computers.
- ☐ Providers must not encourage or induce students or parents to switch providers once enrolled without approval by the district.
- ☐ Providers must not attempt to influence or bias parents when performing an evaluation of the provider's services and achievement of the student's individualized learning goals.
- ☐ Providers must serve substantially all students registered and immediately communicate to the district any students who cannot be served or who drop out of the program.
- ☐ Providers must not engage in false advertising about other providers' programs.
- ☐ Providers must not charge districts more than the maximum hourly rate identified in the application nor charge districts any additional fees.

XYZ Tutoring - 2008-09 Projected Cash Flow

Fiscal Year Begins-July 08
Cashflow based: Maximum Students (2500)

REVENUE (must exceed monthly expenses)														
		July	Aug	Sept	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May	Jun	12 Months
Tutoring Revenue	1	\$0	\$0	\$0	\$0	\$0	\$0	\$251,000	\$540,000	\$1,766,000	\$240,000	\$107,000	\$96,000	\$3,000,000
Est. Hrs of service@50/hr		5,020	4,800	6,000	16,320	19,000	24,900	4,800	3,000	2,140	1,920	1,200	900	90,000
Line of Credit*	2	\$15,000	\$23,100	\$22,025	\$22,454	\$21,058	\$19,231	(\$61,434)	(\$61,434)	\$0	\$0	\$0	\$0	\$0
Personal Investor*	3	\$15,000	\$23,100	\$22,025	\$22,454	\$21,058	\$19,231	(\$61,434)	(\$61,434)	\$0	\$0	\$0	\$0	\$0
TOTAL REVENUE (add 1, 2, 3) (must be greater than line 41)	4	\$30,000	\$46,200	\$44,050	\$44,908	\$42,116	\$38,462	\$128,132	\$417,132	\$1,766,000	\$240,000	\$107,000	\$96,000	\$3,000,000
EXPENSES (must match Expense Maximum document)														
Direct Instruction	5	\$2,510	\$2,400	\$3,000	\$8,160	\$9,500	\$12,450	\$2,400	\$1,500	\$1,070	\$960	\$600	\$450	\$45,000
Accounting-Legal	6	\$1,185	\$1,185	\$1,185	\$1,185	\$1,185	\$1,185	\$1,185	\$1,185	\$1,185	\$1,185	\$1,185	\$1,185	\$14,224
Advertising	7	\$400	\$10,000	\$10,000	\$10,000	\$6,304	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$36,704
Bank Service charge	8	\$328	\$328	\$328	\$328	\$328	\$328	\$328	\$328	\$328	\$328	\$328	\$328	\$3,936
Transportation	9	\$800	\$1,289	\$1,289	\$1,289	\$1,289	\$1,289	\$1,289	\$1,289	\$1,289	\$1,289	\$800	\$800	\$14,000
Computer & Internet	10	\$137	\$137	\$137	\$137	\$137	\$137	\$137	\$137	\$137	\$137	\$137	\$137	\$1,644
Contracted Labor	11	\$520	\$520	\$520	\$520	\$520	\$520	\$520	\$520	\$520	\$520	\$520	\$520	\$6,240
Depreciation Expense	12	\$602	\$602	\$602	\$602	\$602	\$602	\$602	\$602	\$602	\$602	\$602	\$602	\$7,224
Dues & Subscriptions	13	\$776	\$776	\$776	\$776	\$776	\$776	\$776	\$776	\$776	\$776	\$776	\$776	\$9,313
Equipment Rental	14	\$127	\$127	\$127	\$127	\$127	\$127	\$127	\$127	\$127	\$127	\$127	\$127	\$1,524
Franchise Fee	15	\$11,409	\$11,409	\$11,409	\$11,409	\$11,409	\$11,409	\$11,409	\$11,409	\$11,409	\$11,409	\$11,409	\$11,409	\$136,908
Insurance	16	\$641	\$641	\$641	\$641	\$641	\$641	\$641	\$641	\$641	\$641	\$641	\$641	\$7,695
Interest Expense	17	\$1,061	\$1,061	\$1,061	\$1,061	\$1,061	\$1,061	\$1,061	\$1,061	\$1,061	\$1,061	\$1,061	\$1,061	\$12,736
Leased Equipment	18	\$170	\$170	\$170	\$170	\$170	\$170	\$170	\$170	\$170	\$170	\$170	\$170	\$2,046
Licenses, Fees, Permits	19	\$184	\$184	\$184	\$184	\$184	\$184	\$184	\$184	\$184	\$184	\$184	\$184	\$2,203
Office & Postage Expense	20	\$1,000	\$1,000	\$5,000	\$1,000	\$265	\$265	\$265	\$265	\$265	\$265	\$265	\$265	\$10,120
Payroll Leasing	21	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
Printing & Reproduction	22	\$102	\$102	\$102	\$102	\$102	\$102	\$102	\$102	\$102	\$102	\$102	\$102	\$1,218
Professional Development	23		\$2,000	\$300		\$300		\$300		\$228				\$3,128
Rent	24	\$437	\$437	\$437	\$437	\$437	\$437	\$437	\$437	\$437	\$437	\$437	\$437	\$5,244
Repairs and Maintenance	25	\$236	\$236	\$236	\$236	\$236	\$236	\$236	\$236	\$236	\$236	\$236	\$236	\$2,838
Salaries: Officers	26	\$4,167	\$4,167	\$4,167	\$4,167	\$4,167	\$4,167	\$4,167	\$4,167	\$4,167	\$4,167	\$4,167	\$4,167	\$50,000
SEP Expenses	27												\$7,314	\$7,314
Taxes: Other	28	\$147	\$147	\$147	\$147	\$147	\$147	\$147	\$147	\$147	\$147	\$147	\$147	\$1,758
Taxes: Property	29	\$165	\$165	\$165	\$165	\$165	\$165	\$165	\$165	\$165	\$165	\$165	\$165	\$1,978
Taxes: SBT	30	\$708	\$708	\$708	\$708	\$708	\$708	\$708	\$708	\$708	\$708	\$708	\$708	\$8,494
Telephone	31	\$1,028	\$1,028	\$1,028	\$1,028	\$1,028	\$1,028	\$1,028	\$1,028	\$1,028	\$1,028	\$1,028	\$1,028	\$12,335
Travel	32	\$202	\$202	\$202	\$202	\$202	\$202	\$202	\$202	\$202	\$202	\$202	\$202	\$2,425
Utilities	33	\$126	\$126	\$126	\$126	\$126	\$126	\$126	\$126	\$126	\$126	\$126	\$126	\$1,516
Instructional Materials														
Books	34		\$2,000											\$2,000
Software	35		\$1,700											\$1,700
Paper	36		\$325											\$325
Scissors,Pencils,Pens	37		\$275											\$275
Calculators	38		\$200											\$200
Rewards	39		\$200											\$200
Misc Instructional materials	40		\$300											\$300
Monthly Expenditures (sum 5-40)	41	\$29,168	\$46,147	\$44,047	\$44,907	\$42,116	\$38,462	\$28,712	\$27,512	\$27,310	\$26,972	\$26,123	\$33,287	\$414,766

* All sources of misc. revenue have attached supporting documentation.